



Amplify 3-5

LASO Decision 1 | Office Hours



Hello and Welcome!

We encourage you to rename yourself to include the name of your LEA or campus.

1

After launching the Zoom meeting, click on the "Participants" icon at the bottom of the window.

2

In the "Participants" list on the right side of the Zoom window, hover over your name and click on the "Rename" button.

3

Type in the display name you'd like to appear in the meeting and click on "OK".

Andrea Lewis
Effectiveness Coach, Academics
TNTP

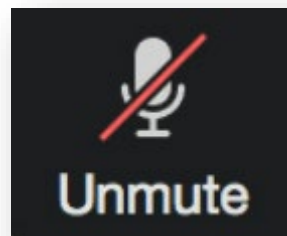
Former:

- Classroom Teacher
- ELAR Content Lead
- Interventionist



Office Hours Overview

- **60-minute, recorded session**
 - *10-minute presentation*
 - *50-minute questions and answers*
- **Open format**
 - *Ask questions aloud or via Chat*
 - *Come and go, as needed*
- *Presentation and deck will be posted online*
- *Visit LASO website for more information*
- *Email laso@tea.texas.gov for further support*



Remain muted unless posing a question



Amplify Materials Overview



Amplify Materials Overview

Amplify Texas Elementary Literacy Program is a K-5 knowledge-based RLA curriculum in English and Spanish with aligned foundational skills units for grades K-2. English foundational skills and Spanish foundational skills instruction provides an explicit and systematic approach to increased decoding skills and when integrated together support biliteracy.



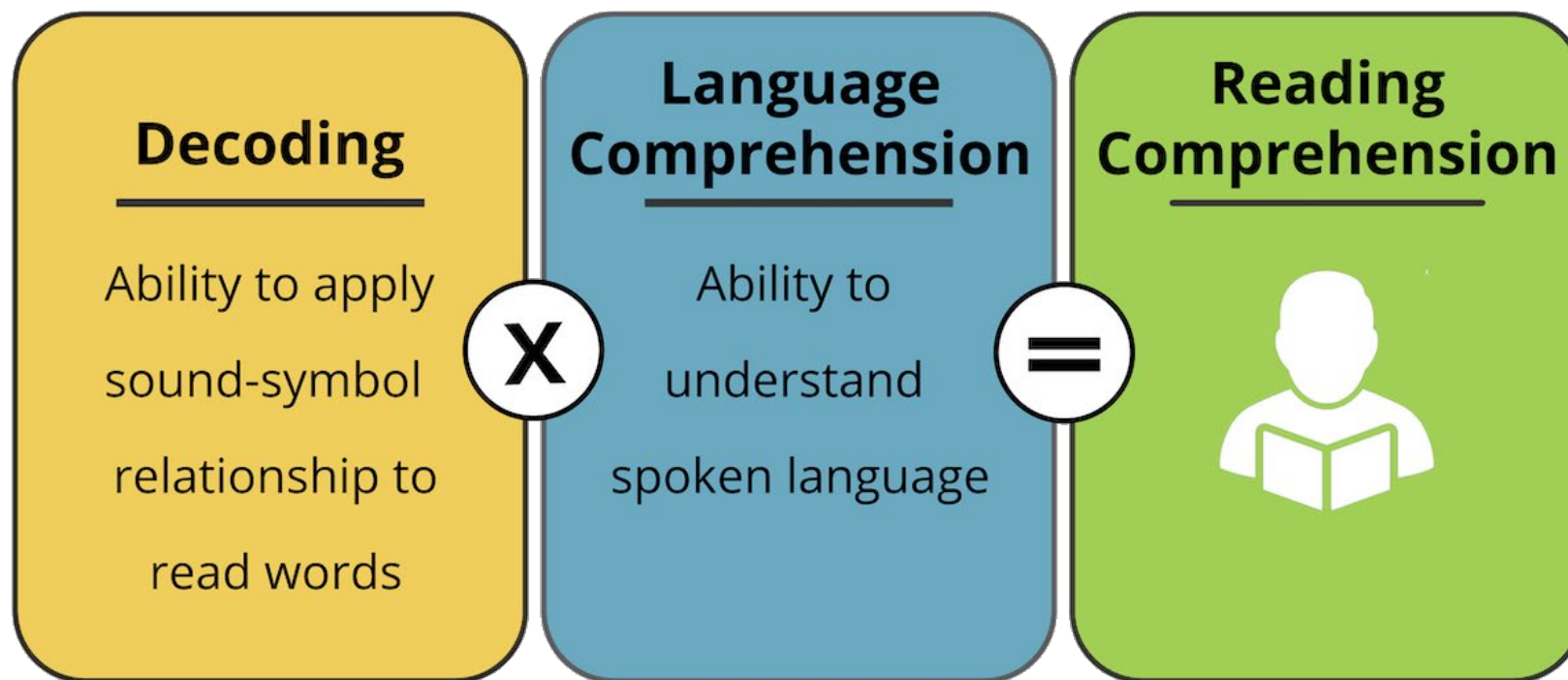
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Researched-Based Approach to Literacy

The Amplify Texas Elementary Literacy Program is guided by extensive research on the science of reading, which is a compilation of research-based best practices for literacy instruction. See References at the end of the User Guide for a complete list of research sources. The science of reading tells us that, in order for students to get optimal results from our literacy instruction, language comprehension and word recognition must work hand in hand. In other words, the recognition of sounds, letters, and words integrated with knowledge, vocabulary, sentences, connections, and gist are the makings of the most impactful reading instruction for students.



Integrated Knowledge and Skills Supports

Knowledge and Skills are integrated, and each unit is organized around anchor texts. All Grades 3–5 lessons include some or all of the following segments:

- ☑ **Core Connections:** Review prior knowledge from past domains and units as well as upcoming lessons.
- ☑ **Reading:** Each lesson is organized around knowledge-rich reading on the unit’s topic. Rich chapter books, articles, and trade books are used for whole-group, partner, small-group, and independent reading.
- ☑ **Writing:** Close reading and writing are interconnected as students take on more complex writing projects.
- ☑ **Language:** In Grades 4–5, students begin to sharpen their grammar, morphology, and spelling skills.
- ☑ **Speaking and Listening:** In Grades 4–5, Read-Alouds become less prominent, as independent reading, speaking, and listening are integrated into other segments for demonstration of reading comprehension and vocabulary application.
- ☑ **Handwriting and Cursive:** In Grades 2–5, students will also have instructional opportunities to refine their penmanship through handwriting and cursive writing practice.
- ☑ **Additional Support:** Each lesson features an Additional Support section at the end with targeted activities for additional practice.
- ☑ **Core Quests:** In Grades 3–5, students will have opportunities to extend knowledge through interactive learning quests.



Knowledge Building



In the Amplify Texas Elementary Literacy Program design, the Knowledge Strand is centered on Read-Alouds that are intentionally sequenced to build content knowledge and vocabulary across Grades K–5 in specific Knowledge domains around literature, history, science, and the arts. Because research shows that students’ listening comprehension outpaces their reading comprehension until their early teens, the program strategically uses Read-Aloud text in this strand, allowing students to focus their cognitive energy on gaining meaning from the words and better understanding from the images. Through integration of the language comprehension and word recognition strands, the program is designed to produce increasingly automatic and strategic student performance of literacy tasks. Through research-based pedagogy, teachers will encourage students to build connections and context, and listen and understand, while emphasizing interactivity and assessing what is important. Research on the science of reading has informed the following instructional approaches to literacy instruction in Grades K–2 and Grades 3–5:



Knowledge Building

In an effort to support academically and culturally competent literacy, the Amplify Texas Elementary Literacy Program continually engages students with rich content knowledge. Knowledge domains across Grades K–5 allow students to make authentic, real-life, and academically relevant connections to the TEKS. Throughout the instructional program and within each lesson, students are continually building **background**, **conceptual**, and **academic** knowledge.

ELAR Grades: K–5 Domains and Units

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Domain 1: Nursery Rhymes and Fables	Domain 1: Fables and Stories	Domain 1: Fairy Tales and Tall Tales	Unit 1: Classic Tales: <i>The Wind in the Willows</i>	Unit 1: Personal Narratives: My Story, My Voice	Unit 1: Personal Narratives: Let Me Tell You a Story
Domain 2: The Five Senses	Domain 2: The Human Body	Domain 2: The Ancient Greek Civilization	Unit 2: Scales, Feathers, and Fur: Animal Classification	Unit 2: Eureka! The Art of Invention	Unit 2: The Renaissance: Art and Culture
Domain 3: Stories: Fairy Tales and Folktales	Domain 3: Different Lands, Similar Stories	Domain 3: Stories from Mount Olympus	Unit 3: The Human Body: Systems and Senses	Unit 3: Contemporary Fiction: Mi Calle, Tu Calle	Unit 3: Early American Civilizations: Myths, Pyramids, and Kings
Domain 4: Plants: How Do They Grow?	Domain 4: Early American Civilizations	Domain 4: The War of 1812	Unit 4: The Ancient Roman Civilization	Unit 4: American Revolution: Building a Nation	Unit 4: Don Quixote: A Hopeful Knight's Tale
Domain 5: Farms: From the Ground Up	Domain 5: Astronomy: Space Exploration	Domain 5: Cycles of Nature: Clouds to Raindrops	Unit 5: Flash, Bang, Boom! Exploring Light and Sound	Unit 5: <i>Treasure Island</i> : X Marks the Spot	Unit 5: Poetry: Collage of Words
Domain 6: Native Americans: Tradition, Heritage, and the Land	Domain 6: The History of the Earth	Domain 6: Westward Expansion	Unit 6: The Viking Age	Unit 6: Poetry: Wondrous Words	Unit 6: Introduction to Shakespeare: <i>A Midsummer Night's Dream</i>
Domain 7: Kings and Queens	Domain 7: Animals and Habitats: The World We Share	Domain 7: Insects: All Around	Unit 7: Astronomy: Our Solar System and Beyond	Unit 7: Geology: This Rock You're Standing On	Unit 7: Native Americans and the United States
Domain 8: Seasons and Weather: As the Earth Turns	Domain 8: Fairy Tales	Domain 8: The U.S. Civil War	Unit 8: Learning from the Land: Native American Regions and Cultures	Unit 8: Energy	Unit 8: Chemical Matter: Detectives, Dinosaurs, and Discovery
Domain 9: Colonial Towns and Townspeople: Once Upon America	Domain 9: A New Nation: American Independence	Domain 9: The Human Body: Building Blocks and Nutrition	Unit 9: Early Explorations of North America	Unit 9: Novel Study: <i>Hello, Universe</i>	Unit 9: Beyond Juneteenth: 1865 to Present
Domain 10: Taking Care of the Earth	Domain 10: Frontier Explorers	Domain 10: Journeys to America: Land of Opportunity	Unit 10: Colonial America		Unit 10: Novel Study: <i>The Science of Breakable Things</i>
Domain 11: Presidents and American Symbols: Uniquely American	Domain 11: Adventure Stories	Domain 11: Fighting for a Cause	Unit 11: All That Jazz		
Domain 12: Art and the World Around Us		Domain 12: Up, Up, and Away: The Age of Aviation			



Key Features



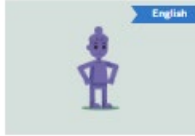
Engaging concepts for all learners



Unit 1
Classic Tales: The Wind in the Willows



Unit 2
Scales, Feathers, and Fur: Animal Classification



Unit 3
The Human Body: Systems and Senses



Unit 4
The Ancient Roman Civilization



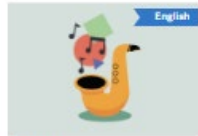
Unit 8
Learning from the Land: Native American Regions and Cultures



Unit 9
Travelers from Other Lands: Early Explorations of North America



Unit 10
Colonial America



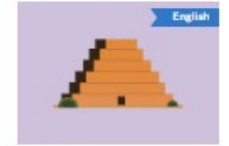
Unit 11
All That Jazz



Unit 1
Personal Narratives: Let Me Tell You a Story



Unit 2
The Renaissance: Art and Culture



Unit 3
Early American Civilizations: Myths, Pyramids, and Kings



Unit 8
Chemical Matter: Detectives, Dinosaurs, and Discovery



Unit 9
Beyond Juneteenth: 1865 to Present



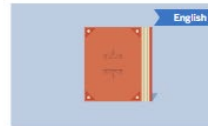
Unit 10
Novel Study: The Science of Breakable Things



Unit 1
Personal Narratives: My Story, My Voice



Unit 2
Eureka! The Art of Invention



Unit 3
Contemporary Fiction: Mi Calle, Tu Calle



Unit 4
American Revolution: Building A Nation



Unit 5
Treasure Island: X Marks the Spot



Unit 6
Poetry: Wondrous Words



Unit 7
Geology: This Rock You're Standing On



Unit 8
Energy



Unit 9
Novel Study: Hello, Universe



Authentic Texts



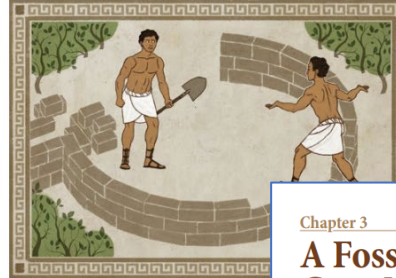
Grade 4 Unit 6: Poetry: Wondrous Words

Text Title	Excerpts	Author
"Ask Aden"	N/A	Harryette Mullen
"Casey at the Bat"	N/A	Ernest Lawrence Thayer
"Fog"	N/A	Carl Sandburg
"Harlem"	N/A	Langston Hughes
"I Hear America Singing"	N/A	Walt Whitman
"Kavikanthabharana"	N/A	Kshemendra
"Little Red Riding Hood and the	N/A	Roald Dahl

That made Romulus angry. He and Remus started to fight. No longer remembering that they were fighting one another, Romulus and Remus battled with all their might. Suddenly, Remus **collapsed**, fell to the ground, and died. When Romulus saw what he had done, he began to cry. He had not wished to kill his brother. He dug a grave for Remus.

Romulus went on building his city. He named it Rome after himself.

The rest, as they say, is history. Rome grew and grew. It became a great city, the center of a mighty **empire**.



Remus **taunts** Romulus and steps over his

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The government of Rome made coins. The coins showed two young boys reaching up to touch a she-wolf. The people of Rome handed these coins back and forth. They used them to buy food and drinks. They used them to pay bills and buy clothing. And all of them knew who the two boys on the coin were: they were Romulus and Remus, the **legendary** founders of Rome.



Chapter 3

A Fossil Goes Missing

THE BIG QUESTION
How do we keep track of all the elements?

"Dr. Forester doesn't look very happy this morning," said Felix as he poured milk on his instant oatmeal and passed the carton to Amy. She followed Felix's gaze. Dr. Forester was standing outside the lab with Tess, gesturing and shaking her head.

Matt **slathered** butter on a piece of toast. Julian had made himself a peanut butter sandwich, and Daria was munching an apple. The only one who wasn't eating was Kristal. Wearing her dark glasses, she silently sipped a cup of hot tea. Before breakfast, Kristal had been sitting on her cot, working on a sketch. When Amy had asked to see what she'd drawn, Kristal had pulled her sketchbook tight to her chest. Amy had wondered why Kristal would be so secretive about her drawings.

Dr. Forester finally came over, poured herself a mug of coffee, and joined them at the table. "One of the little fossils from the gully seems to be missing." She lifted the cup but set it down again without taking a swallow. "I could have sworn there were six fossils, but this morning there were just five on the table in the lab."

"Did you search the tent?" Julian asked.

Dr. Forester nodded. "And now Tess is searching again. The thing is, I could be mistaken about the number of fossils. There might have just been five to start with. Still, it's a bit of a mystery."

At the word *mystery*, Amy started to tingle all over. A missing fossil? Now *that* was something she could get interested in! Amy thought about Inspector Ellis and his notepad. She suddenly remembered she'd tucked a

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small notebook inside the front pocket of her backpack just before she and Matt had left home. It would be perfect for recording any clues she might uncover regarding the missing fossil.

"Excuse me," she said, pushing her chair away from the table. "I need to get something from the tent, but I'll be right back."

Amy sprinted to the tent and retrieved the notebook from her backpack along with a mechanical pencil. As she turned to leave, she spotted Kristal's sketchbook lying on her cot. Before Amy realized what she was doing, she opened the sketchbook and quickly flipped through the pages until she came to one full of detailed drawings of the little fossils from the gully. There were drawings of six different fossils, not five. So there was a fossil missing! Amy put Kristal's sketchbook back where she had found it, and hurried back to join the others.

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Vocabulary Practice for All Learners

ACADEMIC AND CORE VOCABULARY				
Lesson 1	• inhabitant	• ambrosia	• resolve	• persecute
• architectural	• ritual	• eager	• siege	• vision
• artifacts	• worship	• jealousy	• uncivilized	• collapse
• culture	Lesson 4	Lesson 7	• civil war	• illegal
• ruins	• attribute	• brutal	• conspirator	• Justinian's Code
• BCE/CE	• consuls	• chaos	• defeat	• mosaic
• civilization	• elite	• gladiator	• traitor	• pillar
• conquer	• lowly	• riot	• unusual	Lesson 13
• Mediterranean	• rivalry	• shortage	Lesson 10	• arena
Lesson 2	• surplus	• advisor	• illustrious	• befriend
• empire	Lesson 5	• banquet	• influence	• crouch
• historian	• conflict	• conduct	• parched	• emperor
• legendary	• disciplined	• downfall	• predecessor	• vicious
• taunt	• exotic	• envy	• vast	
• threat	• harass	Lesson 8	Lesson 11	
• alternative	• peak	• barbarian	• chariot	
• defy	• confront	• Latin	• magnificent	
• fortress	• counter-attack	• ransom	• reform	
• tender	• invade	• revolt	• reign	
Lesson 3	• rival	• talent	• tradition	
• immortal	• victorious	• alliance	• decline	
• messenger	Lesson 6	• compromise	• horde	
• mission	• aqueduct	• crude	• invasion	
• rough	• lever	• feud	• mercenary	
• wisdom	• import	• negotiate	• witness	

Vocabulary Chart for "Framing Freedom"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	source bibliography	informed accordance generations spirituals segregation justice prosperous perseverance solidarity	
Multiple-Meaning			
Sayings and Phrases	thought leaders		

WORD WORK: COUNTRY (5 MIN.)

1. In the Read-Aloud you heard, "If you lived in the country long ago, you and your family did most of the work necessary for survival right at home."
2. Say the word *country* with me.
3. The country is an area of land where the homes are far away from each other, and most of the land is made up of farms.
4. I love being out in the country at night—there isn't any traffic, so it's quiet, and there aren't many lights, so you can see the stars really well.
5. Tell me about one thing you might see in the country. Use the word *country* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I might see _____ in the country."]]
6. What's the word we've been talking about?





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TEA Available Materials

TEA provides districts and educators with direct access to an optional set of high-quality instructional materials (HQIM) designed especially for Texas.

Two types of materials are available to local education agencies (LEAs):

- **Core products:** full sets of materials designed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band
- **Supplemental products:** materials not designed to cover 100% of the TEKS but that complement

Instructional Materials

TEA Available Materials

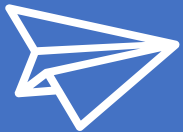
- [Amplify ELAR Texas](#)
- [Amplify Reading Texas](#)
- [Amplify Texas Elementary Literacy Program](#)
- [Eureka Math TEKS Edition](#)
- [Odell Texas High School Literacy Program](#)
- [PhD Science TEKS Edition](#)



LASO Application and Next Steps



Application Now Open!



November 7, 2022	December 22, 2022
<p>LASO Application Opens</p> <p>Unique Application Link Emailed to Superintendent</p> <p>Unique Application Link Request Form and Printable PDF Application Published</p>	<p>LASO Application Closes</p>

Learn More by Visiting LASO Webpage



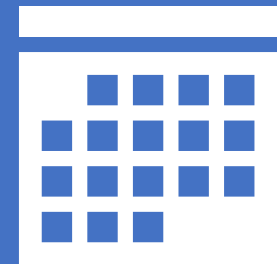
Attend Webinars and Office Hours

Office Hours

November 29	9am-10am	CRIMSI Local Implementation
December 1	9am-10am	CRIMSI
December 5	9am-10am	ESC Strong Foundations Implementation Supports

Office Hours

November 28	10am-11am	Amplify Texas Elementary Literacy Program (Grades K-2)
November 29	10am-11am	Amplify Texas Lectoescritura en Español (Grades K-5)
November 29	1pm-2pm	Print Materials
November 30	10am-11am	Amplify Texas Elementary Literacy Program (Grades 3-5)
December 1	10am-11am	CRIMSI Local Implementation
December 2	10am-11am	Eureka Math TEKS Edition (Grades K-5)
December 5	10am-11am	CRIMSI
December 6	10am-11am	Professional Development and Instructional Protocols
December 7	10am-11am	Assurances
December 7	2pm-3pm	ESC Strong Foundations Implementation Supports
December 8	10am-11am	CRIMSI Local Implementation
December 9	10am-11am	CRIMSI
December 9	2pm-3pm	ESC Strong Foundations Implementation Supports



All sessions will be recorded and posted on the LASO website



Additional Questions?

- **Strong Foundations**
 - *strongfoundations@tea.texas.gov*
- **LASO**
 - *laso@tea.texas.gov*



Explore FAQs





Thank you!

